

CTA Outcomes Sheet | SC Department of Education

Implementation of your CTA Plan and other plans should help you reach the outcomes detailed below. If one or more of the outcomes are not reached, please understand that EAA statute allows the SCDE to declare the school and/or district in a State of Emergency. Support and additional funding will be provided to assist the school in reaching its outcomes.

School/District:	The Palmetto School at the Children's Attention Home (The Palmetto School)
Academic Year:	2015-16
Data Sources:	ADAM Assessment, Fountas and Pinnell, KTEA, Leveled Literacy Intervention, Moving with Math Intervention
Current Plans:	

SMART Outcome for Current School Year		Data Source	Frequency of Measured Data	Person Responsible	Current Baseline
1	<p>Students who have been enrolled in the school for</p> <ul style="list-style-type: none"> • 2 months will increase student achievement level in literacy and ELA to 3% • 3 months will increase student achievement level in literacy and ELA to 5% • 6 months will increase student achievement level in literacy and ELA to 10% • 180 days will increase student achievement level in literacy and ELA to 15% <p>measured by monthly progress monitoring assessments.</p> <p>For this goal, you will have to monitor each child as soon as they enter and they exit the program. The</p>	Fountas and Pinell Benchmark Assessments	Monthly	Teachers, Principal	Fountas and Pinnell LLI results from test administered when students enroll at The Palmetto School
		Level Literacy Intervention Running Records	Monthly	Teachers, Principal	

	percent of growth seems high, but it would depend on the program and the fidelity in which it is administered.				
2	<p>Students who have been enrolled in the school for:</p> <ul style="list-style-type: none"> • 2 months will increase student achievement level in math to 3% • 3 months will increase student achievement level in math to 5% • 6 months will increase student achievement level in math to 10% • 180 days will increase student achievement level in math to 15% measured by monthly progress monitoring assessments. <p>See notes above</p>	<p>KTEA/ADAM Assessment</p> <p>Moving With Math Intervention Program</p>	<p>Monthly</p> <p>Monthly</p>	<p>Teachers, Principal</p> <p>Teachers, Principal</p>	<p>KTEA/ADAM results from test administered when students enroll at The Palmetto School</p>
3	<p>By the end of 2015-2016 school year develop and begin implementation of a comprehensive plan for curriculum, instruction and assessment.</p> <p>Since there is not currently a system in place, this would be an acceptable goal even though it is not drafted in a traditional SMART style.</p>	<p>TE 21 Pacing guides</p> <p>Units of Study for grades/ subjects</p> <p>Pre/Post Tests for Units of Study</p> <p>Teacher Observations</p>	<p>Quarterly</p> <p>Quarterly</p> <p>Quarterly</p> <p>Weekly</p>	<p>Principal</p> <p>Teachers</p> <p>Instructional Consultant</p>	<p>No comprehensive guide has ever been developed for the school</p>
4	<p>Positive staff morale at The Palmetto School will increase from 55% to 60% during the 2015-16 school year as measured by <i>School</i></p>	<p>School Morale Survey</p>	<p>Spring 2016</p>	<p>Principal</p>	<p>School Morale Survey issued at end of 2014-15 school year.</p>

	<p><i>Morale Survey.</i></p> <p>Is this survey something that is created by the Principal? A better measure of Morale could be to develop a pre and post assessment. In order for this to be a scientific method, you need to ensure that the survey is viable. You could consider the survey that is administered by the SDE and its measures. Morale is a difficult method to measure from one year to the next unless you have 100% of the same staff from one year to the next and can benchmark the morale at various points. To do that you would need some form of a rubric.</p>				
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